

## **Statement of Purpose**

**Statement of Purpose – Pathways  
1256452**



**Registered Provider:** SureCare Residential, part of the White Trees Group

**Responsible Individual:** Emma Barr

**Registered Manager:** Belinda Devenny

**Reviewed:** Oct 23

## **Statement of Purpose**

### ***WHO PATHWAYS IS ABLE TO SUPPORT:***

Pathways provides residential care to up to five housemates aged between 7-18 years old and can be of mixed gender.

We are able to support housemates with various needs, as we have in place a well-equipped homes adults team (please see the information in the below Leadership and Management section for details on this).

In addition to this we have an in-house Well being Team, who engage in therapeutic support with housemates within the home and also provide support/coaching for our homes adults team (please see further information on this in the below Pathways ethos section).

Our current housemates are between 7-14 years old, and are 4 females and 1 male. The main needs are Autism, ADHD, behavioral, with a lot of work around healthy eating and anxiety.

### ***PATHWAYS ETHOS:***

Surecare's Vision is [to help housemate to build better brighter futures](#).

Pathways is one of eight homes ran by SureCare Residential Ltd (part of the White Trees Group). The White Trees Group provide a range of therapeutic, residential and educational services for housemates.

SureCare has a therapeutic approach to care, and every housemate is supported through homes adults receiving ongoing training, and coaching, relevant to the housemates within Pathways.

SureCare provides in-house (and external where needed) support for all housemates through our Wellbeing Team (please see below section in 'How we support housemates with their health' section).

Pathways aims to encourage independence and positive experiences for all housemates in our care. Our main focus is to equip each housemate with the necessary tools, and support, to facilitate their transition back into foster care, family home or into semi/independent living.

We aim to educate all housemates in learning, and managing, to live with their personal challenges and to understand how it affects them as individuals.

All of our housemates have unique skills and abilities and we seek to empower them to engage in meaningful opportunities, which allows each housemate to express their personalities and raise their self-esteem.

We strive to provide a quality service built on respect, trust and honesty and believe in offering equal opportunities to all.

We believe in respecting and supporting the housemate's cultural, spiritual beliefs, and gender preference.

We actively encourage, and facilitate, visits to places of worship to fulfill each housemate's spiritual beliefs. This is all documented in the housemate's careplan, and is updated monthly.

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SureCare focuses on positive outcomes for our housemates. We understand that progress and achievement is very individual and therefore all support offered is tailored to the unique needs of each housemate. We aim to celebrate every achievement, however small this may seem. We have an achievement log which is completed for all achievements made by the housemate, to empower them in feeling their own successes. We also have a Golden Moments log which we complete each time the housemate completes something new to them, or has had a hugely successful outcome in.

We continually review the needs of each housemate. Multi-disciplinary meetings and effective inter-agency working will ensure that all professionals involved with the housemate can determine the best care & placement plan.

SureCare aims to empower housemate and housemates in the decision-making process. We have developed our own framework to support this, Building Brighter Futures. We implement this following the White Trees Way, which we embed throughout our practice and embrace a culture of equipping, empowering and educating all our housemates with the skills they will need to have a happy and successful future.

We educate all housemates with the strategies that work best for them to be emotionally resilient enough to cope with life's unexpected difficulties.

Please see our White Trees Way tree, with details on how we will use this in supporting our housemates (further information can be found in our How we are therapeutic section).

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**BUILDING BRIGHTER FUTURES FRAME WORK**

**ENRICH**

We **Enrich** our Young People through our family orientated homes. We give our Young People the same opportunities as all other young people, within a stable, loving, and nurturing environment. We strive to ensure all Young Persons feel a sense of belonging, to maximise their chances of success in adulthood.

**EQUIP**

Our goal is to **Equip** all Young Persons with the necessary social, emotional and practical skills they need to live healthy and successful lives as adults. We establish caring relationships with staff that are underpinned by positive support, appropriate boundaries and empathy. Many of our Young People have not experienced secure attachments throughout their early years, and developing positive relationships with staff members can help to make up for some of the social and emotional development that has been missed.

**EMBRACE**

We **Embrace** the uniqueness of every Young Person. Each Young Person who comes into our homes brings with them their own story and an individual set of strengths and challenges. First and foremost we work with them to accept and embrace who they are, and reimagine what the future holds for them, with us guiding them every step of the way.

**EMPOWER**

Everything we do is aimed to **Empower** our Young People to succeed. We support and develop all Young Persons emotional needs, their understanding of the world and their ability to cope, contribute and succeed in their community once leaving Residential Care. We offer our Young People a voice to ensure they are heard. We are the White Trees Family and we encourage our past Young People to keep in touch with us and continue our support of them into adulthood.

**EDUCATE**

We **Educate** our Young People in the way they need. Some of our Young People may have histories of rejection from previous placements. We ensure that the knowledge and skills we equip our young people with is personalised to them, and is delivered in a way in which they can engage with and learn from.

**ENCOURAGE**

We **Encourage** staff and young people to enjoy life, and do this by making everyday tasks as creative, adventurous, fun, and diverse as possible to make this a success. We all need encouragement to grow because it often involves an element of risk taking - putting ourselves out there with the knowledge we may fail. We encourage ourselves, each other and the Young People in our care to get back up and try again.

**ENGAGE**

Our homes are set up to **Engage** our Young People in our community. We create positive, homely environments that promote sustained engagement from all involved. We achieve this by working to meet the Young Persons emotional needs first, creating positive relationships and delivering tailored support.



WhiteTrees  
group 

### Pathways ethos and values are:

- It all starts with Environment
- Nothing is Impossible
- Building Brighter Futures
- Lead by Example
- Actions Speak Louder Than Words
- Communicate the Small Things
- We accept housemates for who they are.
- We don't judge.
- We see the person, not the behaviour.
- We show empathy not sympathy.
- We allow Housemates the time and space to find their identity.

### OUR ACCOMODATION:

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Pathways is able to offer up to five children male or female, aged between 7-18 residential accommodation for 52 weeks of the year. The building has been designed to meet care standard requirements but remains homely and comfortable. The accommodation meets all health and safety regulatory requirements and offers a variety of communal and private spaces for children to be supported with social and educational needs.

Pathways is a spacious 5 bedroom detached property, set back off the road with a clear boundary fence and gate. The house has a fully fitted kitchen, utility area, dining area, lounge, games/reading room and toilet downstairs and four bedrooms and bathrooms allocated to housemates upstairs. There is a fifth bedroom downstairs. All toilets and bathrooms/showers have locks to promote the child's safety at these intimate times. In addition to this home, adults have an office downstairs. Pathways is on an excellent sized plot of approximately 1 acre boasting countryside views.

The property enjoys an elevated position set back from the road.

The house is approached via a side driveway providing off road parking for a number of vehicles as well as access to a double garage with power connected with up and over doors. There are solar panels on the roof providing electricity to the main house.

The garden is fully enclosed and mainly laid to lawn with a variety of shrubs and bushes. There is a separate access and gateway to the side of the garden.

All housemates have their own bedroom and at no point will a child share a bedroom. Children will be afforded the opportunity to contribute to aspects of the home's day to day management, this will include, improvements to the house or service and any future developments that they may ask for.

Housemates are able to personalize their own bedrooms.

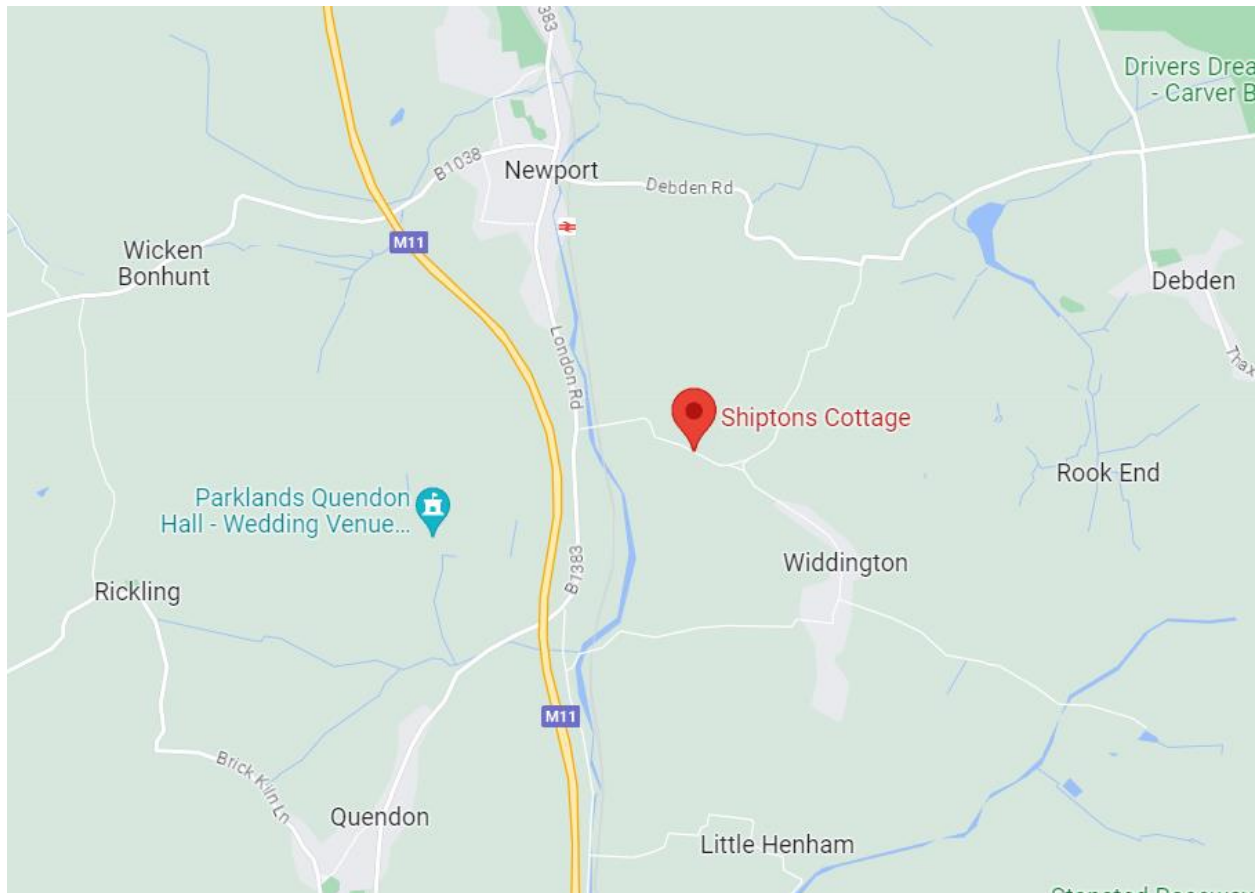
### ***OUR LOCATION:***

Pathways is set in a beautiful rural area called Widdington. The property is believed to date back to circa 1940 when it was originally a small farm cottage.

Widdington is a village situated near Saffron Walden in Essex (accessible by car, bus or train). The village is located near the M11 motorway.

The population in last census the population count of Widdington was 496 people, and of Saffron Walden was over 16,000 people.

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### **Activities within the local area**

- \* Audley End House (which puts on events throughout the year).
- \* Swimming Pool
- \* Market (Tuesdays and Saturdays)
- \* Bridge End Garden
- \* Museum
- \* Turf Maze

### **Activities within the surrounding area**

- Mountfitchet Castle
- Castles and Palaces
- The House on the Hill Toy Museum
- Museums and Art Galleries
- Henry Moore Studios & Gardens
- Ware Spy Mission Treasure Trail

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- Scotts Grotto
- East Herts Miniature Railway
- Ace of Spades - Bishops Stortford Bowling Alley
- Rhodes Centre - Arts Complex
- Bishops Stortford Museum
- Bishops Stortford Southern Country Park
- Hatfield Forest
- Weekly Town Market
- Cineworld, Bowling and Quasar

This is not an exhaustive list and further information of activities is held at the home.

### **How to travel to the home:**

By car:

You can access the home via the A120, and then drive through Stansted Mountfitchet. You can also use the M11, and leave at the Birchanger services junction.

By Train:

Our local station is Newport (0.9miles). From here, turn left out of the station. Follow the road down until you reach a left hand turn, to walk over the bridge. Follow this road until you reach Pathways on your left (approx. 30minute walk).

By Bus:

The 301 bus service stops on the High Street. Continue walking down the High Street, and the home will be on your right (approx. 15 minute walk).

Pathways has a location risk assessment in place the outcomes of which are that there are no concerns raised for the house being situated in its current area and all risks remain relatively low regarding police involvement and that the area is affluent. Further information is available within the Location Risk Assessment.

### ***SUPPORTING HOUSEMATES NEEDS:***

We believe it is important to set a culture of understanding around diversity and an acceptance of different religious beliefs, ethnicity or sexual orientation.



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Diversity is celebrated! Pathways hold theme nights in the house looking at different cultures and beliefs, which the housemates are encouraged to contribute to participate in, and learn from. Housemates at the home are offered the opportunity to attend their place of worship and homes adults will provide whatever support is necessary to ensure this happens. The homes adults at the home are from mixed cultures/religious beliefs and provide an acceptance to those of all religions. We embrace the celebration of a wide range of special days, and key traditional celebrations, for a wide range of cultures. For example, bonfire night, Chinese New Year, Easter, and Christmas. We respect any celebration day that a housemate wishes to acknowledge, but also that they may choose not to celebrate as well.

We support each housemate to communicate in their preferred way, ensuring through our admission assessments that we have a home's adults team able to support this. We have the support of our Wellbeing Team, and School, in having access to many differing ways to support communication. Where needed, we are able to offer training/coaching to the homes adults' team around this to ensure the housemate always feels included, loved, and understood.

### ***HOW TO RAISE A COMPLAINT:***

SureCare has an overall Complaints policy which is used in Pathways, which can be found on SUE Solutions, in the Policies and Procedures section.

We view any complaint as an integral part of the housemate protection procedure, a way of upholding the principle of housemate's rights, and also as a measurement for measuring the standard and quality of care and services provided for the housemate placed in our care.

Complaints from professionals, families, and general public should be directed to the Homes Manager in the first instance (either verbally, or written (, and can also be made via our website. Housemates also have access to this, as well as the opportunities to do this detailed below. Homes adults are aware of the complaints procedure, and have access to the Complaints policy (on SUE Solutions) and are able to direct any complaints to the Homes Manager (or Head Office where appropriate). Again, this can be verbally, or in writing, dependent on how the homes adults are feeling.

We strive to resolve any such complaints immediately, or within 28 days from the day the complaint is received. A letter will be written to acknowledge the receipt of the complaint, and will detail the action which will be taken and a timescale for this.

All complaints will be reviewed, and actioned, whether raised informally (verbally) or formally (written). All will be recorded within the Complaints Log in the location section on SUE Solutions.

Homes adults have a duty to empower housemates to use their right to complain and we will ensure that housemates can feel confident enough to bring their complaints to the attention of homes adults on duty or their key worker and exercise the right to complain without any subject to reprisal.



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The home ensures that copies of the complaint's procedure are listed in the housemate's guide, which is given to and explained to housemates on their first day at the home (where possible, this is provided to the housemate prior to their move in date).

In addition to this the housemates are also made aware of who their independent visitor is, if they have one, and who their housemate's rights officer is.

The Registered Manager is readily available to the housemates to discuss any issues they may have, to try to resolve any difficulties quickly, with a resolution all are happy with. All the housemates know that the Manager operates an open-door policy and they often take advantage of this by talking with the Manager, discussing issues or requesting answers to pressing questions they have.

Housemates have plenty of opportunities in Pathways to voice their views and opinions. They can discuss anything they are unhappy with, not only in regular housemates' meetings, but also through 1:1 consultation, 1:1 discussion with the manager or their keyworker and on the comment boxes that are available to them on incident related and keyworking paperwork.

Housemates also have opportunities to speak privately with relevant visitors to the home such as the Residential Compliance Manager, Wellbeing Lead, their social worker, Reg 44 inspectors, Independent Reviewing Officers and Ofsted. This allows ample opportunity for housemates to voice any concerns and gives homes adults opportunities to resolve any issues as soon as they arise.

In Pathways when housemates are not happy with the resolution provided, there are complaints forms that they can complete. Homes adults will support housemates to complete these forms and this is then communicated to the Registered Manager or nominated senior from the leadership team. The housemate will be spoken to, consulted about what they would like to happen with the complaint and then all necessary action will be taken. Every effort will be made to reach a resolution that the housemate is happy with and any action needed from the complaint will be implemented.

Ofsted

National Business Unit

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel: 03001231231

The Housemate's Commissioner for England

Sanctuary Buildings

20 Great Smith Street

London

SW1P 3BT

Tel: 020 7783 8330

Care Leavers Association

Third Floor

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Swan Buildings,  
20 Swan Street,  
Manchester,  
M4 5JW  
Tel: 0161 637 5040

White Trees Head Office (Responsible Individual, and Directors)  
The Old Snap Factory  
Tywford Rd  
Bishops Stortford  
CM23 3LJ  
Tel: 01279 505326

### ***HOW WE KEEP OUR HOUSEMATES SAFE:***

Pathways is required to work within an interagency procedure to safeguard and promote the welfare of housemate. This is (HSCP) Hertfordshire Safeguarding Housemate Partnership. The safety of housemate is important and is met through effective communication and monitoring. In practice this requires homes adults to report any concerns for, or allegations about housemate.

This may mean that at times we have to report our concerns directly to Housemates Social Care, Police including HALO (housemate exploitation services) or (LADO) Local Authority Designated Officer, Multi Agency Safeguarding Hub (MASH). All contact information is available online and in the homes adult's office. Further investigations might take place if appropriate.

If a housemate's risk assessment increases regarding their personal safety, then the Manager along with Local authorities may devise personalized safety plans to protect each housemate.

Pathways has a responsibility to communicate with families during any such process unless it places a housemate at risk of significant harm.

Additional support can be sought in this area for the housemate. This can come in the form of the company psychologist who can work with housemates and homes adults in promoting the psychological wellbeing of the housemate.

The centre of safeguarding is that if the housemates feel comfortable and safe in their home and have a good relationship with staff, they are more likely to listen to a home's adults' member when they are trying to encourage them to stay safe. In addition to this, good relationships mean a housemate is more likely to open up to the homes adult's member about any situations that worry, upset or scare them.

The Home's Manager ensures homes adults understand the company's whistle blowing policy and emphasizes the ethos that all concerns, no matter how small they seem, must be reported, no matter who they concern. The number one priority for the homes adult's member is the housemates.

The home's DSL (Designated Safeguard Lead) is: Belinda Devenny, The Registered Manager. The Deputy Manager of the home is also DSL trained and can deputize in the manager's absence. The DSL should be

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contacted on their individual mobile phone number in the first instance should homes adults have a safeguarding concern. If the concern involves the Homes Manager, SureCare has several designated safeguarding leads which include, Homes Managers, Residential Compliance Manager, Directors and (All Designated Leads are –level 3 qualified). Homes adults have access to all these contact details, held within the office.

Pathways has a Missing from Home Policy that provides the minimum standard for every housemate living at the home. The team creates a relaxed atmosphere in the home and makes a joint effort to make each housemate feel safe and build trusting relationships that encourage housemate to feel that they can talk to the home's adults about their problems, worries and frustrations. If the home is a safe haven for housemates, then the likelihood that we will evidence a reduction in missing from home episodes.

Where a housemate has a history of missing from home, keywork sessions will be used to ask the housemate what triggers them want to go missing and what they might feel homes adults within the home could do to help change that. Pathways considers each housemate's preferences (likes /dislikes) and what motivates and engages them. This is then considered and incorporated into the activity planning and embracing and developing social interests to stimulate the housemate, with an aim to increase their participation within the home and minimize missing behavior.

All homes adults follow the missing from home procedure and policy for any incident where a housemate is reported missing (the information is readily available for all staff, in the SUE Solutions library).

The team at Pathways believe that a housemate's safety and welfare is of paramount concern. It is therefore our priority to do everything possible to ensure the safe return of a housemate. Housemate who goes missing from Pathways without informing anyone, are reported to the police in accordance with our policy and in conjunction with Hertfordshire County Councils Missing Housemates Protocol. However, the team will ensure a search of the area is complete before reaching out to further resources. Pathways initiates a 'Live Chronology' built on the level of communication and pro-active work conducted by the team members ensuring 'everybody' is involved attitude. Each housemate has an individual Missing Risk Plan based on their own circumstances, history and vulnerability. The continuity of recording and communication will be used to monitor and alert safeguarding concerns amongst the team. If, in the opinion of staff, the absence of a housemate is more than 'boundary testing' activity and they have taken adequate steps to find the housemate, they will make a report to the police using the information in the Missing risk Plan. In all circumstances housemate are deemed vulnerable, this information will be passed to the police with immediate effect. All appropriate people (e.g., family, social worker) are informed of the unauthorized absence. On returning from a missing episode, a housemate's safety is a priority and homes adults will always check that the housemate is safe and well. If any information is gathered during the course of enquiries which indicates a housemate has placed him/her at risk then homes adults will inform the Police and Housemates Social Care immediately, so that they may take appropriate action. The Police will always give the housemate the opportunity to raise any concerns about their placement or other factors that may be linked to the missing episode. The home will challenge appropriately if these are not being undertaken in the agreed timescales.

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Bullying is not tolerated within our home; this is outlined verbally to the housemate when they first arrive at the home and they also receive a copy of the anti-bullying procedure within the Pathways housemates guide. Bullying affects everyone, not just the bullies and the victims. It also affects those who witness such behaviors and less aggressive housemate can be drawn in by group pressure. Bullying is not an inevitable part of life in a Housemates Home; it is not a necessary part of growing up and it doesn't usually "sort itself out". We will attempt to help all housemate recognise and respond effectively to bullying in other areas of their lives by means of intensive key working sessions. Occasionally an incident may be deemed to be bullying even if the behavior has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when housemate with disabilities is involved. If the victim is in danger, then interventions are urgently required.

All bullying incidents will be taken seriously and responded to in the most suitable way. Our aim will be for the perpetrator to recognise and stop the behavior and for the victim to feel safe.

Where a bullying incident or claim occurs, it is thoroughly documented and investigated by the Homes Manager. The team works hard to ensure that a suitable consequence is delivered and the right support is put in place to help the bully and their victim explore why it happened and how to avoid it happening again. In rare cases where bullying continues it is made clear to the bully that the consequence could mean they are moved out of the home

In Pathways bullying is set as an agenda item on the housemates meeting so it is always discussed openly, and housemate have a forum in which to safely raise any issues they may have. It is rare that Pathways has extreme cases of bullying where verbal or physical threats are made but the homes adults are also very proactive in managing and confronting any 'underhand' looks or throwaway comments that are more commonplace and could also be classed as bullying.

In addition to this, impact assessments are regularly reviewed and there are always homes adults present in communal areas of the home to monitor peer interaction.

### ***HOW WE PROVIDE QUALITY CARE:***

We fully recognize that housemates have their own views, wishes and feelings, and that we must promote each housemate's right to have a say.

The housemates within Pathways will be consulted about every aspect of their care. This will be done both formally, and informally using a variety of different means. No housemate is assumed unable to communicate their views; therefore, appropriate methods for gaining views will be sought and provided. Housemate's views are sought during housemates/s Keyworking sessions, manager consultations, reviews and planning meetings in addition to during debriefs after any incidents, physical interventions or missing episodes.

Each Housemate and housemates will be actively encouraged to participate in the development of their individual care plans, reviews and any other key meetings and will be supported and encouraged to ensure their views are heard.

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The housemate/housemates will have the opportunity to discuss, debrief and comment following any incident, consequence or use of positive physical intervention. This will consider how we can prevent this from happening again and how they would like to be supported. They will also have the opportunity to read and comment on their review reports, care and health plans and sign these to show they have been included.

The housemates will have regular 1:1 session with their allocated worker to discuss continued needs, progress, any issues and to set targets for the next meeting. Key working aims are to work closely with housemates on their care plan and encourage them to discuss what they want for themselves for both the short and long-term future. They discuss how they think they can reach these goals and what they feel they need to do in order to achieve this. In addition to this the keyworkers are more closely involved with the housemate's care plans. They work with the housemate, social worker and family members to ensure that they all have a say in the housemate's care. They act as an advocate for the housemate and ensure that other homes adults members in the home are aware of the up to date plan for the housemate's care. The keyworker will also make an effort to be there for the housemate whenever they are needed; for example, if the housemate would like their keyworker to attend an event or appointment with them then the manager ensures this is accommodated for on the Rota.

The Registered Manager is always available for the housemates to speak to both openly and in private about anything that is troubling them. This is recorded in the Manager Consultation section in the housemate's profile on Sue Solutions.

The home will have regular Housemate's meetings to openly discuss together the operational aspects of the house. Housemates will contribute to these meetings and all housemate are invited to take part. These are housemates friendly and are age appropriate. Housemates are given the opportunity to make informal complaints both during and after the meeting. Minutes are kept as a record of discussions and outcomes. Pathways's agenda and meeting notes can be created, and recorded by the housemates and uploaded to the housemates meeting section on Sue Solutions.

Each housemate in the home is encouraged to personalise their bedrooms in line with their individual tastes and interests, and will also be consulted about the décor of the home and purchasing new items or re-decoration.

The housemates will also have regular monthly opportunities to discuss with the Regulation 44 inspector, any concerns or issues they may have about the quality of care in the home. Any comments or concerns are raised and discussed with the Manager and appropriate action will be taken in response.

The housemate is able to privately speak to the Wellbeing Team, and Residential Compliance Manager, who both visit the home weekly. These homes adults are also available by phone if they housemate wishes to speak to them on a day when they're not in the home. As they visit weekly, the housemates will have the opportunity to build trusting relationships with them. As these homes adults are external to those providing the direct support to them, they may feel more at ease in being able to raise any concerns they would like addressed.

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A record of the views of housemates about the development of the home and the housemate will be regularly consulted throughout the year. Any ideas and suggestions put forward will be considered and the housemate will receive feedback from the consultation. This is in the form of consultation with the home's manager recorded in the Manager Consultation records.

The Homes Manager has regular consultation with professionals, families and significant others relating to the care of the housemate and operational running of the home as part of the Regulation 45 process. These consultations are collated, and reviewed, to see if any themes are apparent and to devise an action plan to work towards to improve the home, and support housemates receive.

The homes adults will ensure that any professionals and significant others including family where appropriate are kept informed of incidents, achievements and any concerns relating to the housemate.

Formal consultation about the care and operational running of the home forms part of the monthly Regulation 44 inspection.

Within the home housemates are expected to participate within the Pathways routines and boundaries. The homes adults encourage that at meal times everyone sits down to eat together, and housemates are encouraged to participate in the home's events and activities. In addition to this, housemates are expected to contribute to the home by helping each other and homes adults will keep the home clean and tidy and a nice place to live. They are asked to take ownership of the home, contributing to decoration ideas both in their bedrooms and communal spaces if they wish to.

On admission, the Manager will go through with housemates the role of when external visitors the home to read their records as part of the Regulation 44 Visit process.

In Pathways we value the views and opinions of our housemates around potential new homes adults and feel it is very important to ask their opinion when selecting new homes adults to join the Pathways team. In addition to this the Registered Manager consults with the housemates on existing staff, gaining their views and constructive feedback to help homes adults improve on performance or to review and action any difficulties that the housemates may be having with any particular members of staff.

### ***HOW WE PROMOTE EQUALITY:***

We committed to equal opportunities and anti- discriminatory practice for both staff, and the housemate we look after.

Pathways seeks to deliver our services without discrimination. We welcome housemates from all parts of our community. Our Equality Statement demonstrates on-going commitment to ensuring all people are treated with dignity and respect, promoting equality of opportunity and ensuring discrimination is not present in either our service delivery or employment practices.

All homes adults will have equal access to training, supervision, support and promotional opportunities. Any stereotypical thinking in relation to age, gender, sexual orientation and able-bodied status will be

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challenged – we ensure none of this difference will affect an individual’s position within the home or their access to achievement

At Pathways, we will treat each housemate as an individual and support them in a way that makes them feel safe, supported and respected regardless of their age, gender (including gender reassignment), sexual orientation, race, religion or belief, disability or culture. This will be considered as part of the Care Plan and Individual Placement Plan, to ensure we are best meeting the needs of all the housemates. Housemates will be encouraged to participate in cultural activities from a variety of backgrounds in order to help them develop an understanding of the world around them.

It is recognized that on occasion, housemates will behave in a way that attracts consequences. If so, these will be applied consistently and fairly and in line with the guidelines provided by regulations. Homes adults are clear that the purpose of the use of consequences with housemates is to promote change and reflection, not to punish. A consequence record is also completed to ensure that the housemates are consulted and their views are considered with regard to the consequence and given an opportunity to express their views, and work to a compromise if that is appropriate

We believe that all people – colleagues, housemates and visitors should be treated with respect. Disruptive or offensive language/behavior will not be tolerated and will always be challenged. When such incidents are perpetrated by housemates, they will be worked with in a way that promotes better understanding and encourages a change of attitude and behaviors.

If housemates are subjected to discrimination, they will be offered protection, comfort and support. We believe that all housemates are equally entitled to have their needs met and to be free from abuse and exploitation.

Each housemate will have a keyworker who will explain to them their rights and consistently ensure that these are being met. There will be regular housemates’ meetings, where the issue of housemate’s rights will be discussed to ensure that housemates feel that they are being consulted, listened to and treated equally and fairly.

All housemates within the home will have the opportunity to access an advocate, and we will promote this to ensure the housemate is able to offload, and discuss any practice they feel has been discriminatory.

### ***HOW WE SUPPORT EDUCATION:***

#### **Embrace**

The housemate’s resident in PATHWAYS will either attend SureCare’s education provision (an Independent School, White Trees), a local mainstream school or specialist provision within the local community. It may be that dependent on the young person’s individual needs a home tutor is sourced to provide education. In this instance the home will always encourage tutoring to take place within the library. This is to support the child/young person’s education and home life being separate and to avoid any potential distractions that may arise if tutoring was to take place within a home setting. The staff



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team encourages the housemates in all educational activities and endeavours to ensure that all housemates have their individual educational needs met.

Regular liaison/meetings take place with the staff team and the teaching staff regardless of whether the child is at White Trees School or an external education provision. The White Trees Independent School Senior Leadership and Wellbeing teams are available to provide specialist support to the residential team in relation to the education of the housemates. If housemates are without an educational provision staff will work with virtual school to continually try to source one, but in the interim a timetable will be created and the housemates will be encouraged to engage in educational activities or activities that will support developing skills e.g. Health, Fitness, Social and independence.

Where appropriate, PATHWAYS and their education partners have informal handovers when they see each other at the learning environment and more formal ones take place in a meeting format. There is sustained communication through E-mails and phone calls. On occasions, where it is deemed in the best interest of the young person, the homes staff sometimes offer 1 to 1 at school to help housemates and support their engagement at school.

## **Engage**

PATHWAYS will work closely with each school and ensure they have a firm understanding with the school's rules, and behaviour management and reward systems. This is so that these can be supported consistently from both home and school. Each time a young person refuses to attend education staff will discuss this with the young person to ascertain what the problem may be. The home will also contact the school and give an update.

PATHWAYS will engage the housemates in developing a healthy routine which will support them with accessing education. The home's staff will support the housemates with preparing their school uniform and, if required, a packed lunch (the home also pays for or provides for school lunches where applicable to meet the needs of the housemates). This will also provide the housemates with learning opportunities which can furthermore, equip them with independence skills. The housemates will be supported with getting up on time for school to provide them with time to get ready and attend on time. Providing the housemates with plenty of time to engage in their school routine will help support alleviating any emotional stresses.

PATHWAYS will notify the school of any incentives that have been put in place to encourage the young person to attend in future and will also request work be sent over to the home for the young person. If the issue persists the home will organize meetings with the school to formulate an action plan or discuss whether an alternative placement needs to be found. The number of absences a young person has is logged. This summary is used to update the social workers and also to track the young person's progress in both education and all other areas. This allows any patterns or problems to be highlighted early and tackled before they escalate. It also allows any praises to be celebrated both in terms of attendance and achievement at school.

## **Statement of Purpose**

Whenever a young person achieves a goal within the education setting, the home's staff always ask the young person if the certificate can be displayed in the home. If the young person does not want this the certificate is stored securely in the young person's life story or file. The certificate is valued by the home's staff and this in turn increases the pride the young person has for achieving it. The home will also record any goals achieved within an education setting as a golden moment or achievement. The home also recognise golden moments and achievements with a reward system and will offer monetary or activity related rewards for any housemates who regularly attend education, work hard and achieve. They also make sure that positive feedback is passed on to parents, social workers and other relevant individuals.

## **Encourage and Educate**

As mentioned above, PATHWAYS considers education to be very important to a young person's future chances in life so therefore place great emphasis on supporting the housemates in attending school and engaging with the work. In addition to this we see opportunities outside the school day to increase learning; this may be completing homework, talking about the news/current affairs, work experience or informal learning around social/independence skills. We also operate a reward system (Pathfinder) for all housemates in education which may vary between each young person depending on their level of behaviours and need but ultimately will centre around promoting engagement with education and recognizing achievement in this area. All housemates are given the clear expectation to attend school and this is promoted through a 24-hour curriculum.

Individualized timetables are put together with the PATHWAYS team, school and placing authority to ensure that it is child centred and ensures that they have the opportunity to engage in activities dependent on their own hobbies and interests. PATHWAYS works closely with the education provider and offers planning meetings and strategy meetings, to help explore why a young person may be behaving in a certain way and help to gain a consistent approach to make the young person feel safe and better able to engage.

## **Enrich and Empower**

Residential courses, after school clubs, school trips and activities are sourced ranging from sport and adventure to performing arts and staff are proactive in encouraging and supporting housemates to attend. The common aim of each activity and residential course is to have fun, enjoy the adventure and excitement of challenging new activities with an emphasis on improving self-confidence, self-esteem, social skills, trust, responsibility and awareness for others. There are a wide range of activities and clubs currently on offer to support housemates' life and social skills. Housemates are offered the opportunity to support the decision making about the range of clubs offered. These take place through consultation with the school manager and/or the Homes Manager.

## **Statement of Purpose**

The local Library is 15 minutes' distance from the home (by car) and all housemates are encouraged to join. This provides a safe place for housemates to research and learn through the use of books or get away from the distractions that home can sometimes provide.

Pathways also pays for or provides for school lunches where applicable to meet the needs of the housemates can have an additional area within the home separate from the lounge for all housemates for study purposes if required. This may also be in the form of a desk within their bedroom. PATHWAYS staff will encourage the housemates to complete any homework or required studying to support further learning. The home staff are available to empower the housemates by offering support, advice and guidance with any additional learning set by their education setting. Should any additional resources be required such as learning books or a laptop then the home staff will liaise with the child/young person's school or if necessary virtual school.

### **THE FUN THINGS FOR OUR HOUSEMATES:**

Pathways aims to provide a broad range of opportunities for all the housemate and housemates to participate in leisure and recreational activities. This is to give them as wide-ranging experience as possible to potentially find a talent or interest that can be pursued. The preferences of the housemates will be taken fully into account in deciding on activities through housemates' meetings and sessions with keyworkers. Housemates are encouraged to bring ideas and suggestions about activities or hobbies they would like to pursue. Within the local area there are swimming pools, theatres, leisure centres, bowling, cinema, countryside parks and woodland walks, Theme parks, theatre, concerts, horse riding, shopping centres, golf, paintballing amongst other things.

Housemates are encouraged to access local activity groups and social clubs of their choosing for example, scouts or guides, cadets, dance/performing arts clubs or youth clubs as part of their social development and to enable them to actively participate in community living. Where housemates may struggle in a social setting the homes adults team think creatively to try to increase a housemate's ability to engage in community groups or by providing individual opportunities which could be a stepping stone to the bigger goal of community integration. Pathways aims to have an annual holiday during the school holidays. This is done in consultation with the housemates wishes and feelings and the housemate are kept involved in the planning of the holiday activities and events, great care is taken by the homes adults' team to ensure that all housemates views are heard and where it is felt appropriate separate holidays can be undertaken to try to ensure every housemate gets the opportunity to experience a holiday. Housemates may choose to participate in a week away where the housemate can participate in outward bound activities, for example, abseiling, climbing and canoeing or camping trips. Consent is sought from the local authority and parents, where applicable, prior to a housemate participating in such events. All housemate's resident in Pathways will be encouraged to participate in these activities to help build on their own self confidence and self-esteem and experience life outside of the residential setting.

### **SUPPORTING HOUSEMATES WITH THEIR HEALTH:**

## **Statement of Purpose**

All homes adults are trained in the administration of Emergency First Aid and will have refreshers when required, in line with our requirements.

Information for NHS direct and local health provisions are available to homes adults to support housemates to access. The home's procedure is that all health problems no matter how small should be checked out by a professional and homes adults should support and encourage housemates to access a health service. Every health concern is recorded in the housemate's profile on our system under 'chronology of illnesses, and any appointments will be documented under 'record of appointments' on our system also. Accident forms, body maps, and self-harm logs are also accessible on our system. If a housemate refuses appointments, or medical attention this will be documented.

When a housemate moves in housemates are registered with local health professionals. The home always (when possible) refers housemates to the same doctor, dentist and opticians; this means that homes adults can be confident in the quality of health care provided. In addition to this it helps homes adults to build up a rapport with local health professionals irrespective of the length of the housemates' placements. If possible and appropriate housemates may choose to remain at their own health services.

In terms of promoting the housemates to lead a healthy lifestyle the home encourages housemates to try different activities or types of exercise, or continue ones they have shown interest in already. Homes adults will equip housemates with the knowledge and skills in how to create for themselves a healthy lifestyle, this can be done through keyworking sessions.

Every housemate has details on their profile that covers their medical history, allergies, diet, exercise, personal hygiene and physical and emotional health. This is developed and shaped by the housemate's views and needs and also takes into account the views and health information provided by parents and the local authority.

The company also has a Wellbeing Team who are available to work with housemates and homes adults on any issues related to psychological and emotional wellbeing.

### **OUR WELLBEING TEAM**

SureCare's Wellbeing Team is committed to providing a service which helps create an environment where housemates can fulfill their potential and a system which can effectively and appropriately meet their emotional & mental health needs.

The underlying principle in our work is that a housemate's social, emotional, intellectual and psychological functioning and the behaviors they exhibit can be understood in the context of their early childhood experiences and their life history.

We at SureCare adopt a holistic view which privileges the social inclusion, achievement, quality of life, and developmental stage of the housemate and the promotion of positive relationships with the people who care for them. The Wellbeing Team works across both our Residential's Homes and our School. The team is led by the Head of Wellbeing and Education. Our Therapeutic Intervention Leads, Assistant

## **Statement of Purpose**

Psychologist, SENCOS and Consultant Clinical and Educational Psychologists provide expertise and support. Our consulting Clinical Psychologist visits our Head Office weekly and joins the Wellbeing team to provide clinical supervision, support and advice as needed.

Our Therapeutic Intervention Leads manage a case load of four residential homes each. In these roles these members of the Wellbeing team visit each of their homes weekly, spending time with both homes' adults and housemates. They inform staff's therapeutic practice and work directly with individual housemates to provide support and build positive relationships. These are alternative and additional sessions to key working sessions, concentrating on identified areas of development from the 'Assessment and Treatment Plans' and the housemates' goals. The Therapeutic Intervention Lead will also be overseeing therapeutic targets and different psychological assessments (informal and formal).

### ***OUR THERAPEUTIC FRAMEWORK***

#### **Embrace**

The Wellbeing Team are part of welcoming new housemates from when they first arrive in the home.

Placement Planning -The Therapeutic Intervention Lead will liaise with home managers to be part of the Placement Planning Meeting and will meet the housemate within their first few days to begin to build positive rapport with them.

The Therapeutic Intervention Leads will collate all referral information into a Psychological Formulation and formulate the Initial Assessment and Treatment Plan report completed by each housemate's social worker. The Therapeutic Intervention Lead will facilitate assessments in order to inform planning of individualized therapeutic strategies and interventions. This includes the Assessment and Treatment Plan, the Coping Inventory for Stressful Situations [CISS] and the Resiliency Scales [RES] assessment. The CISS and the RES will be scored by our Consultant Clinical Psychologist. The Therapeutic Intervention Lead will share these reports with homes adults and provide support to implement recommendations as appropriate. It is our aim to complete all the initial assessments within 8 - 12 weeks of a Housemate arriving in the home.

#### **Engage**

Our Therapeutic Intervention Leads are allocated a case load of our homes. It is expected that they spend time each week at their allocated homes. This time is essential for enabling the development of positive working relationships with both the homes adults' team and housemates within the home.

Our Therapeutic Intervention Leads will develop, implement and review Goals for each of the housemates in our homes. These goals are individual to the housemate and align with the domains within the assessment treatment plan - including but not limited to Communication, Education/ Apprenticeship / Work, Family and Attachment, Health and Self-care, Identity and Emotionality, Sociability and Behaviors. The Wellbeing Team closely will home homes adults to engage and support the housemates to strive towards achieving these goals, which may be short, medium or long, term.

## **Statement of Purpose**

Each of our homes has a designated Wellbeing Lead who will meet each fortnight with the Therapeutic Interventions Leads to manage assessments, interventions and reviews.

### **Encourage**

Our Therapeutic Intervention Leads will spend time getting to know each housemate in our homes. Once they have built trust, they will encourage the housemates to engage in 1:1 or group Wellbeing Sessions on a regular basis. Individual therapy can be accessed if required and appropriate, and the Wellbeing Team will ensure an appropriate professional is found to deliver this. Some of the therapeutic sessions that could be implemented either by the Wellbeing Team or through external providers are - Play Therapy, Art Therapy, Music Therapy, Speech Therapy, Councilors, Psychotherapists, Lego Therapy, Animal Therapy

Our Wellbeing Team encourages our homes adults' teams to reflect on their practice, to speak up when they need targeted education and/or support. Homes adults in the homes also engage in positive activities (including trips away), Deconstruction of thoughts and feelings through Key Working Sessions, which promote the development of overall Health and Wellbeing of housemates in the home.

### **Equip**

The Wellbeing Team and home homes adults' endeavor to equip the housemates with the necessary skills to thrive as adults in the community. Homes adults in the home assist the housemates to develop communication skills at right level depending on the housemate's needs so they are able to build positive relationships with adults and peers.

Our homes are place where housemates can begin to feel safe and secure. This is achieved through a focus on providing predictability, routine, visual, Information, keeping your word, spending time together, turning up, emotional boundaries (Professional, Personal and Private), reflection, cooking/cleaning, role modeling and a common Interest to demonstrating relatability

Furthermore, home homes adults are committed to developing the housemates understanding and adherence to clear boundaries, consequences and rewards and restorative justice.

### **Educate**

Within each home we offer a rich array of programs to support the development of physical, mental and emotional wellbeing of each of our housemates.

The Wellbeing Team provide regular and ongoing Professional Development from the point of Induction. Topics that are covered are Developmental Trauma and Attachment and Communication Strategies for housemates in crisis. Further training across a variety of topics can be facilitated on a case-by-case basis either companywide or in team meetings.

Our Wellbeing Team will be present at the monthly team and managers meetings in order to provide assistance and advice to staff.

## **Statement of Purpose**

Home homes adults support the education of housemates by regularly H\helping with homework, Pathway and Transition into school and Information sharing with school staff.

### **Enrich**

The Wellbeing Team facilitates extensive training for our staff. They are also able to offer Reflective Supervisions for homes adults' teams or small groups to provide scaffolded support as needed.

Home homes adults and the Wellbeing Team work together to plan for housemates to engage in hobbies and the wider community. The Wellbeing Team provide a Monthly Theme with resources, tips and challenges that further promote this. For example, the Theme could be Nurture and Growth. This theme encompasses how we can nurture our minds and bodies. It encourages us to think of daily habits that nurture our bodies and develop a Growth Mindset in order for us and our environment to thrive.

### **Empower**

Our Wellbeing Team will provide training for both residential and school homes adults to empower their knowledge around certain topics and provide support to homes adults when needed.

Furthermore, the Wellbeing Team and home homes adults promote giving a sense of control to housemates by providing them information to make informed choices, advocating attendance and/or participation at meetings/reviews, complaints process, exploring values/what's important to the housemate, housemates' meetings.

Home homes adults also provide support in maintaining family relationships where appropriate and support following contact, which is individualized to housemate.

### ***ENCOURAGING POSITIVE RELATIONSHIPS:***

Where possible we encourage and promote positive contact for the important people in our housemates' lives. We support the housemates to do this in a variety of ways, either in person, or using other methods such as letter or video calls.

When a housemate comes to live at Pathways, during part of the placement planning meeting we will discuss with the housemate who they feel is important to continue contact with, the social worker and other professionals or family members who maybe present will also be given the opportunity to discuss their views. Once the views of everyone present have been shared, we will implement a plan that promotes positive contact, but includes any restrictions also to safeguard the housemate. Everyone present will be aware of what the contact plan is, so we can support the housemate around contact from the start, not leaving them wondering or waiting for what will be in place, as this can cause upset for the housemate, impacting their settling in period.

Housemates can use the home phone to make private calls if agreed, and there will be times in place for this, other than in emergency situations.



## **Statement of Purpose**

If appropriate we will welcome a housemate's family or friends to visit the home providing it doesn't impact any visitors, staffs or housemates' safety. Where not appropriate homes adults will support in arranging other venues so contact is still maintained.

In the lead up to contacts, immediately before and after, homes adults will offer support to housemates as we are aware contact can impact housemates differently due to mixed emotions and coping mechanisms around their feelings. Homes adults can also offer support to the family if appropriate.

There are policies in place surrounding the use of door alarms within the home. The policy is reviewed annually. These door alarms are in place to ensure the safety of housemates within the home – and not as a behaviors management tool. The door alarm is triggered in the homes adult's office to alert homes adults to housemates entering / exiting a room – this does not disrupt the rest of the home.

Aesthetically the alarms are as subtle as possible to maintain our homely environments.

- Such devices may only be used if set out in relevant Housemate's Placement Plans.
- Every effort is made to ensure the housemate's privacy, dignity and rights whilst the system is in use.
- Their use is assessed on an individual basis, agreed to in the care plan by a social worker and via consent sought prior to admission or the placement planning meeting.
- The child is made fully aware of their use via the housemate's handbook, and placement planning meeting, and the reasons why the decision is made. If there is an opportunity to do this prior (such as through transition visits) they can be notified then also.
- The use of the door alarms is reviewed regularly as to their appropriateness of use.

Door alarms are not set until the child/housemate has settled to bed for the night. Door alarms are to only be set in line with the risk assessment in place, and all homes adults are to be aware of the risk assessments for each child/housemate and the home. Each child/housemate will have an individual risk assessment regarding the use of door alarms – as not all housemates will require them at all times.

All homes adults are shown during induction how to operate the door alarms. If the door alarm is activated, then the homes adult's member who is alerted should respond and take appropriate action.

Generally, when the alarms go off, we get to know the pattern of our housemates' routines, so if alarm sound is uncommon for them, or they have not returned to their room for longer than expected homes adults can check to see if the housemate is ok. If needed, the homes adult's member can ask for assistance from the other sleep-in staff. Once the housemate has returned to settle, homes adults can reset the door alarms when they return to their sleep-in room.

This measure will further safeguard the housemates by letting homes adults know should the housemate leave or enter a bedroom and enable appropriate levels of supervision to minimize the risks of bullying or harm.

The use of door alarms is recorded in the Statement of Purpose which the Social Worker and any significant others will receive a copy of prior to placement.

## **Statement of Purpose**

Door alarms will not be used as a monitoring device, and are not a behaviors management tool and as previously mentioned only be set once a child/housemate has settled into their bedroom for the night. Usual practices in ensuring the legitimate privacy of the child/housemate i.e. when using the toilet etc. will be observed.

Homes adults must record any incidence of door alarms being activated during the night in the home's running log and homes adults must respond to any alarm. Homes adults are to ensure they discuss and agree who is responsible for setting/resetting the alarms at night.

The purpose of the door alarms will not be to punish or supervise the child/housemate, but to ensure appropriate levels of support and guidance are available overnight, or as additional security to highlight to homes adults if doors to the Home are opened.

The Manager will monitor and review the use of door alarms to ensure their use remains in line with policy and risk assessments.

When caring for housemates who display challenging behaviors, it is sometimes appropriate to use physical intervention as a method of care, to ensure the safety of the child/housemate and those who care for them.

Physical intervention is always a last resort, after all other interventions have been exhausted. All homes adults' members receive training during induction and ongoingly in understanding challenging behaviour, and are equipped with ways to support housemates in times of difficulty.

The physical intervention techniques taught to homes adults' members are based on NFPS training (National Federation for Personal Safety) and homes adults having received instruction in this method, hold a relevant certification and work book on their home's adults' profile. The homes adults attend the course for 2 days which is delivered by qualified instructors within SureCare who can also support offering advice & insight into the workings of our homes. Homes adults also attend refresher courses to ensure homes adults feel confident and are competent in the methods.

Physical intervention is used only as a last resort when all other interventions have failed. Physical intervention is a reality of our work, but Pathways, in line with the SureCare policy, works hard to decrease the need for intervention. All incidents of physical intervention are recorded; they are then read and signed/reviewed by the Registered Manager, or the Deputy Manager in their absence. The antecedents are important in ensuring all responses are appropriate and in line with the risk assessment and housemate's behaviors plan. Any consequences given to a child following any challenging behaviors will be recorded and checked to ensure appropriate responses are used.

The Management team in the house ensures that each physical intervention is followed with a debrief with the housemate and debrief with the members of homes adults involved. When monitoring incidents, the Management team give emphasis to thinking about the incident details (time, date etc.), the housemate's motivations and homes adults dynamics to try to give an overall therapeutic point of view of why it may have happened and to highlight any work that may be needed to resolve it, to

## **Statement of Purpose**

prevent further occurrences, and also to encourage homes adults to reflect on responses to managing behaviors to ensure they are right for our housemates.

Consideration of the housemate's deprivation of liberty, is always given when there is a requirement for use of physical intervention. This will also be considered within the housemate's care plan where at times supervision is required for a housemate outside of the home. There are times where homes adults will be required to closely supervise a housemate for their own safety when they leave the home. In such situations this measure/management strategy will be documented and referenced within their written care plan and risk assessments so as to show a planned and reviewed approach to safeguard the housemate.

It is acknowledged that such an environment and working model will inevitably on occasion, result in an allegation of some nature against staff. In these circumstances, child protection procedures apply and are followed accordingly. Both homes adults and the child/housemate involved in the use and application of any physical intervention are debriefed following the incident and are offered medical attention. The child/housemate will be closely monitored by homes adults following any physical intervention. Homes adults are taught during the training that our aftercare (of a restraint) starts as soon as we touch a housemate to safely hold them.

### **OUR TEAM:**

The details of our staffing structure within SureCare Residential can be found below. This details who is within the team, and who directly line manages each home adult's member.

Below is also a table detailing our current full time, and Wellbeing, homes adults' teams, their qualifications relevant to their roles (for the full training tracker, detailing all training completed and all training requiring completion, please see the homes Training Tracker found in the homes folder on Google Drive).

All homes adults have regular supervision with their Line Managers. Supervisions with Pathways are completed by the Homes Manager, and Deputy Manager. The Homes Manager is supervised by the Residential Compliance Manager monthly.

Homes adults are encouraged within their supervisions to be open, honest and reflective to look at the housemates needs and behaviors, and to improve their practice with the housemates and develop themselves. The sections discussed in supervision are:

- Review of personal practice – a place to reflect upon their own ways of working, and anything impacting this since their last supervision (either within the home, or personal).
- Review of all Housemates – to discuss how they feel each housemate is progressing, and identifying any barriers with this, and suggestions on what needs to be in place to support the housemate to continue to achieve their goals.
- Keyworker/Senior Review - reviewing their duties and responsibilities within these roles where appropriate), and identify any shortfalls (if any).

## **Statement of Purpose**

- Feedback on the team – a discussion around how each individual homes adults feel the homes adults' team are working, identifying and strengths or any areas for development.
- Supervisor feedback on performance – Managers will provide feedback on how the homes adults member has been working since their previous supervision, and discuss any areas they are excelling in, and also areas for development.
- Reflection on working within the White Trees Way – homes adults will give their opinion on how they are implementing the White Trees Way model within their practice.
- SUE/Paperwork review – review of all paperwork completed by the homes adult's member, identifying any areas where further coaching is needed.
- QCF Review – review of the progression towards the home's adults' members QCF qualification, any barriers in achieving thing and support with any modules they may be struggling with.
- Training/Development Review – a full review of all training completed by staff, and any which is outstanding (with an action plan developed for this). We have Competency Trackers which we use for all homes adults (tailored to each role), which we review here. The Competency Trackers enable homes adults and Managers to identify specific areas which they need more support to be competent in, and how this support will be provided.
- Sickness/Absence Review – to review sickness/absence of the homes adult's member, and anything which may be affecting this (both within the home, or personal).
- Safeguarding – Managers ask homes adults to reflect upon any safeguarding concerns within the home since their last supervision (and debrief on this when necessary). Managers also ask regular questions in this section, to get a full understanding of the homes adults members knowledge of this.
- Any other business – to discuss anything else the homes adult's member, or Manager, would like to raise.
- Action Plan – an action plan is developed here, to include any actions required following the above conversations.

All homes adults are able to access Therapeutic Supervision with the Consultant Clinical Psychologist when they feel this is needed. Homes adults are able to use these sessions to reflect upon behaviors/relationships within the home, but also if they have any personal issues they would like to work through.

New homes adults have a 24-week probation period. Within this, their Induction Competency Trackers are used to detail when they have been assessed to be competent in specific areas (discussed with the homes adult's member within their supervision). There is both a 12 week, and 24-week, Probation review record which is completed by the Manager with the homes adult's member in these timescales. This is a space to discuss how the homes adults feels they are working within the home, and the Manager will reflect whether the homes adults is working towards the expected standard. Managers can use these meetings to set targets for the homes adult's member to achieve, to enable them to successfully complete their probation period.

## **Statement of Purpose**

Pathways prides itself on creating a homely and relaxed atmosphere, where homes adults respect that they are working within the housemate's home every day.

We ensure that we employ a varied homes adults' team, with a mix of different genders, differing ages, sexual orientation, wide range of cultural backgrounds and beliefs, and different backgrounds/personalities.

The recruitment process (and rota management) within the home ensures that there is the required skill, experience and personality mix to meet the individual and charismatic needs of the housemates.

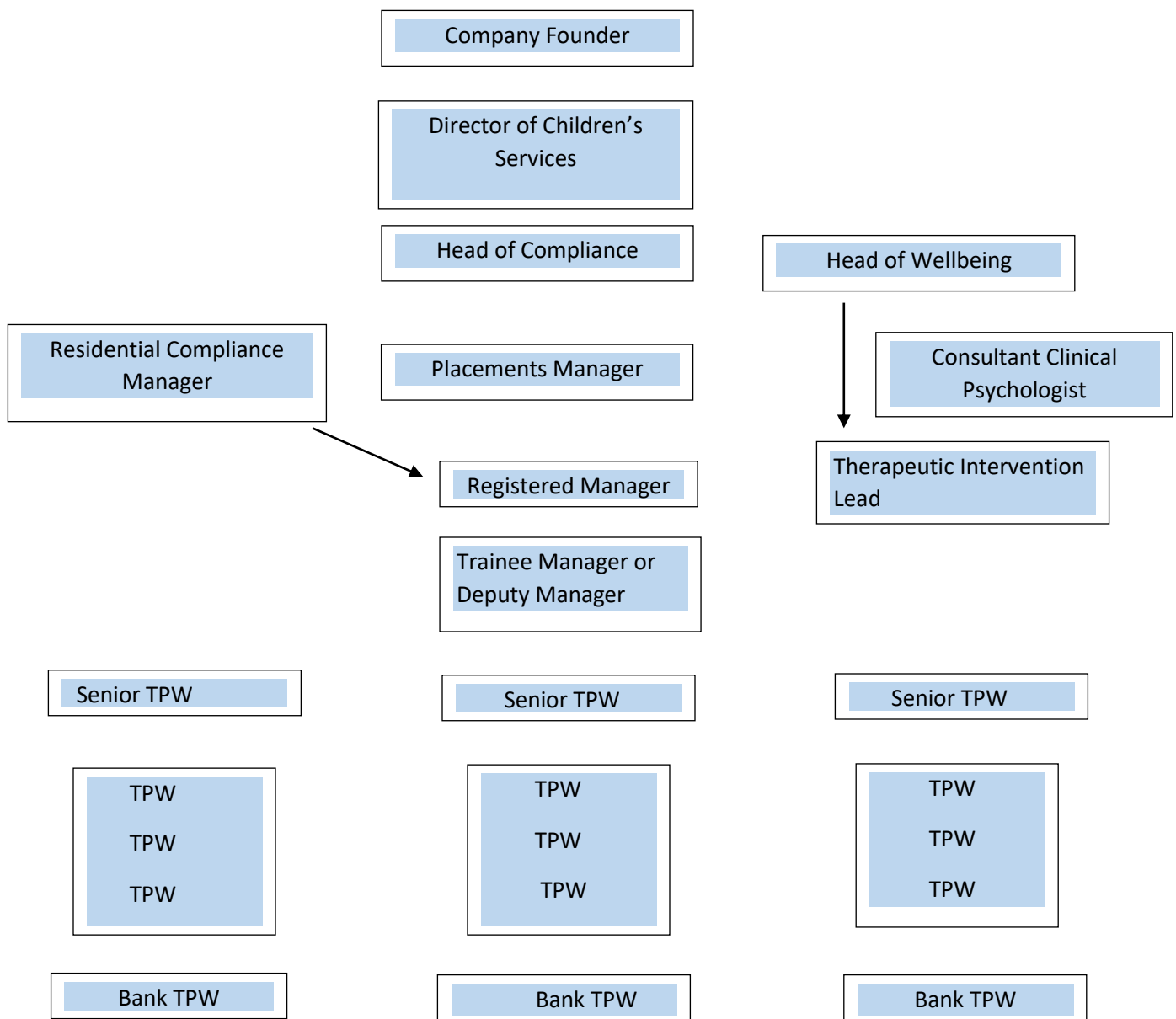
All our homes adults are great role models for our housemates, and we allocate keyworkers to the housemate based on who we feel they will match best with.

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## Statement of Purpose

### Management and Staffing Structure

#### SMT/ Organisation



## Statement of Purpose

The below table shows the training we offer and is provided to all homes adults (in relevant roles). This also includes the timescales that these should be completed by, for all new staff.

<b>INDUCTION TRAINING (within first 2 months of employment)</b>	<b>MANDATORY ONLINE First week / within 3 months of probation</b>	<b>SPECIALIST MANDATORY ONLINE (Within 6 months)</b>	<b>REGULATORY (After 6 months)</b>	<b>BESPOKE/ROLE DEVELOPMENT (As required ongoing) All coaching sessions by RHM's – Highlighted are delivered training sessions.</b>	<b>LEADERSHIP &amp; MANAGEMENT (As required ongoing) Delivered by AP, RG, DE, MT, KR</b>
<p>DAY 1 – Intro into organisation. Understanding White Trees Values, ethos &amp; professional boundaries. Key working, whistleblowing.</p> <p>Day 2 – Understanding effective behaviour management. Educare &amp; SUE solutions.</p>	<ul style="list-style-type: none"> <li>• Safeguard / CP.</li> <li>• Food hygiene.</li> <li>• Health &amp; safety.</li> <li>• Housemate exploitation</li> <li>• Raising awareness of trafficking &amp; modern slavery.</li> <li>• Equality &amp; diversity.</li> <li>• Awareness of housemate on housemate abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• FGM.</li> <li>• The prevent duty.</li> <li>• Online safety.</li> <li>• Raising awareness of LGBT.</li> <li>• Looked after housemate.</li> <li>• Mental wellbeing in YP.</li> <li>• Safer recruitment (RHM &amp; DHM ONLY).</li> </ul> <p><b><u>NEEDS LED AS DIRECTED BY MANAGEMENT:</u></b></p> <ul style="list-style-type: none"> <li>• Substance misuse.</li> <li>• Overcoming loneliness.</li> </ul>	<p>Diploma in housemates residential workforce – Level 3</p> <p>Diploma in leadership &amp; management – Level 5</p> <p>Safeguarding level 3 - Designated safeguarding lead</p>	<ul style="list-style-type: none"> <li>• Understanding your role &amp; responsibilities.</li> <li>• Effective report writing.</li> <li>• Effective shift planning &amp; understanding the function.</li> <li>• Understanding looked after housemate.</li> <li>• Managing the environment.</li> <li>• Key working in practice.</li> <li>• Incident management &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Effective reflective supervision.</li> <li>• Managing homes adults (conflict &amp; difficulties).</li> <li>• Informed decision making.</li> <li>• Leading &amp; managing a team of people (difference between L&amp;M).</li> <li>• Accountability &amp; task management.</li> <li>• Rota management.</li> <li>• QA.</li> <li>• Procedures/managers monitoring.</li> <li>• Overseeing key working &amp; care planning.</li> </ul>



## Statement of Purpose

Day 3 – Developmental Trauma and PACE, Communicating with Housemates in Crisis. Wellbeing Team, Assessments and Interventions	<ul style="list-style-type: none"> <li>• Prevent</li> <li>• Bullying.</li> </ul> <p><b><u>EXTERNAL TRAINING / FACE TO FACE:</u></b></p> <ul style="list-style-type: none"> <li>• Medication training &amp; assessment.</li> <li>• Emergency first aid at work.</li> <li>• Fire Marshal.</li> <li>• Ligature Training</li> </ul>	<ul style="list-style-type: none"> <li>• Harmful sexual behaviour.</li> <li>• Autism Awareness.</li> <li>• Understanding Diabetes.</li> <li>• Understanding Epilepsy.</li> <li>• Understanding Asthma.</li> <li>• Understanding Anaphylaxis.</li> <li>• Dyslexia awareness.</li> <li>• ADHD awareness.</li> </ul>		<p>debrief.</p> <ul style="list-style-type: none"> <li>• Missing from care management.</li> <li>• Using the intranet.</li> <li>• Pathway Planning &amp; Supporting independence.</li> <li>• Supporting education (SEN/EHCP'S).</li> <li>• Care planning/risk assessing process.</li> <li>• Rewards &amp; consequences (Effective incentives &amp; behaviour modification strategies).</li> </ul>	<ul style="list-style-type: none"> <li>• Effective debriefing.</li> <li>• Admissions, discharge, and transitions of placements.</li> <li>• Regulation 40 process.</li> <li>• Reg 32 – monitoring and reviewing homes adults performance (induction, probation, supervision, and appraisal).</li> <li>• Implementing policy &amp; procedures.</li> <li>• Regulatory frameworks (QS, housemates regs, SCIFF) and implementing frameworks into practice.</li> <li>• Mentoring &amp; coaching new homes adults &amp; existing homes adults development.</li> </ul>
Day 4 & 5 - NFPS					

The following table show our current Full Time Homes adults' team, and Wellbeing Team, with relevant qualifications, information regarding their experience, and their future plans (with Management input for their view on current homes adults' performance, and what will be put in place to support their development).

NAME OF STAFF	POSITION HELD	RELEVANT	EXPERIENCE & FUTURE PLANS FOR QUALIFICATIONS

## Statement of Purpose

		QUALIFICATION	
<b>Emma Barr</b>	Responsible Individual	<ul style="list-style-type: none"> <li>• NVQ Care Level 3</li> <li>• Child Protection Designated Person (Level 3)</li> <li>• PTLLS Level 3 Award – Trainer</li> <li>• Level 3 Award Health &amp; Safety in the Workplace</li> <li>• First Aid Trainer &amp; Assessor</li> </ul>	Emma - has worked with Looked after Children & across social care and education for more than 20 years. Emma is a strong advocate for children and believes that all children should be supported to reach their full potential. She effectively uses her own and the skills and vast knowledge of SureCare Senior management team She has used to improve the outcomes for children. Emma began her career at SureCare in 2008 as Office Manager, when founded with her husband. She progressed as Director of Operations when she decided to have more presence within the company.
<b>Belinda Devenny</b>	Registered Manager	<ul style="list-style-type: none"> <li>• QCF Level 5 Diploma</li> <li>• QCF Level 3 Diploma CCYP</li> <li>• Degree in TCTO</li> <li>• Level 3 in education &amp; Training (PTLLS)</li> <li>• Designated Safeguarding Lead</li> <li>• Contextual safeguarding</li> </ul>	<p>Belinda has worked in with housemates with complex needs and support, in different settings having worked for SureCare since 2016. Belinda has progressed successfully within the company understanding the ethos, values and systems/procedures showing an ability to lead by example and coach and develop her homes adults' team in their performance and practice.</p> <p>Belinda has a positive influence in her robust relationships she forms with both housemates &amp; her homes adults and rises to a challenge having the ability to work under pressure effectively.</p> <p>Belinda is a solution focused practitioner and supportive leader who is able to manage homes adults in development &amp; understanding their role in supporting housemates looked after ensuring care planning and needs are met.</p>
<b>Donna Cook</b>	Acting deputy manager	<ul style="list-style-type: none"> <li>• Level 3 in Residential Childcare</li> <li>• Will be Enrolled in her QCF level 5</li> </ul>	Donna has been with SureCare for around 5 and a half years. Donna has worked full time and as a regular Bank member of

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		<p>once she has passed her 6 month probation</p> <ul style="list-style-type: none"> <li>• DSL</li> </ul>	<p>homes adults between several of the homes within SureCare. Donna had previously worked in the Hospitality sector and being a full time Mum before deciding on having a Career change. She has recently joined the Pathways Team as a Senior Therapeutic Project Worker.</p> <p>Donna has built positive and robust rapports with the housemates and her colleagues, proving she has a clear understanding of her role and the SureCare Ethos, providing consistency and positive outcomes for the Housemates. Donna has continued to progress and she has now progressed to the acting deputy managers role. Donna will be enrolled on her level 5 once she has passed her probationary period of 6 months.</p>
<b>Wendy Griffiths</b>	Acting Senior TPW	<ul style="list-style-type: none"> <li>• Enrolled QCF level 3</li> </ul>	<p>Wendy is a relatively new member of the team, having craved a complete career change after working in Finance for her entire working life. She recently worked providing care to the elderly in her spare time which ignited a real passion for providing care to those who need it. Wendy decided to apply to work at Pathways to fulfil this career change, and brings years of experience as a Mum of three, as well as a thirst for learning about all aspects of Residential Care for Housemates.</p> <p>01.02.23 Due to Wendy's progression she has now been successful for the senior position.</p>
<b>Sheena Donnelly</b>	Acting Senior TPW	<ul style="list-style-type: none"> <li>• Enrolled on QCF level 3</li> <li>• NVQ youth worker</li> </ul>	<p>Sheena joined Surecare Residential Care – Whitetrees as she wanted a career change and to begin a new chapter and to work with housemates</p>

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			<p>again as this the type of career that she had always wanted to do.</p> <p>Sheena was a part time youth worker for Essex County Council where she worked with housemates in 3 different youth centres, one specifically for the Duke of Edinburgh Award scheme during which time she took housemates away on expeditions teaching them map reading, life skills all within a fun environment.</p> <p>Sheena has gained a lot of transferable skills from previous employment as a Nanny for a private family/ Youth Worker and Play Scheme Leader for the local councils.</p> <p>Sheena joined the prison service in 1997 and had a varied career in HMP and YOI Chelmsford for 20 years where she worked on the residential wings, and studied and passed her Senior Officer exams and JSCAC. Sheena then went onto manage homes adults and prisoners in a variety of setting from Residential, Reception, and Security Senior Officer. Sheena then began her career with Essex Police from August 2018 – Oct 2022. Sheena joined the Professional Standards department, dealing with members of the public. Sheena then became a Research and Development Officer in the Counter Corruption Unit, gained her Intel Core and Advanced qualification. Part of her role was to work with external agencies who work with vulnerable persons and conduct training of what to look out for. Sheena also gave training to over 60 organisations on the subject of Abuse of Position for a Sexual Purpose.</p> <p>Sheena has continued to gain confidence since joining Pathways, bringing a wealth of experience to her role, and is a proactive and popular member of the team.</p>
<b>Taran Poole</b>	TPW	<ul style="list-style-type: none"> <li>Enrolled on QCF LEVEL 3</li> </ul>	<p>Before coming to Pathways Taran has not worked with housemates but has always wanted to do this type of work. Taran come to</p>

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			Pathways as a waking night homes adults but enjoyed spending time with the housemates before they settled for bed so much that she requested to work day shift. This enabled her to spend quality time with all the YP's. Taran is really enjoying her work. Previously to Pathways Taran had worked caring for the elderly. She also has experience with hairdressing as she completed NVQ level 1 and 2.
<b>Scott Pearson</b>	TPW	<ul style="list-style-type: none"> <li>Awaiting enrolment on QCF award, following successful probation.</li> </ul>	Scott attended Chelmsford College for two years, studying pro coaching. This involved teaching PE sessions to children of a wide range of ages from local schools. His previous work history consists of working as a lifeguard in his early teens. He did attend a 12-week traineeship that allowed him to improve his team working and customer service skills along with helping him to acquire a job within the airport. Through this traineeship, he was successful in finding a job at TNT/ FEDEX working as a ramp agent. Scott remained at the company for four years. After working nightshifts for the whole duration that he spent at TNT/ FEDEX he decided he wanted to leave to find a job that he could be truly passionate about but was unsure what this might be. Therefore, he took a short break and travelled for three months. When he returned, he applied for a Tesco job as it was local just to gain an income while he looked for a job that he could be passionate and excited about. He stayed working for Tesco as a shift leader for a year to gain management experience. Scott then was extremely happy when he saw the role of a therapeutic support worker, advertised by White Trees. Scott interviewed and was successful and he is now looking forward to progressing here.
<b>Jordan Hoffmann</b>	TPW	<ul style="list-style-type: none"> <li>Awaiting enrolment on QCF award, following successful probation.</li> </ul>	Jordan left school at 16 and then went straight into college where she studied travel and tourism. She says being honest she hadn't a clue what she wanted to do at that age so she got herself a part time job working in a shop and studied at college in between.

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			<p>Jordon finished that course, but still did not feel she was ready to get a full-time job so she went and done a course in hairdressing. However, she left that after a while as she felt that was not for her.</p> <p>Jordan then stayed working full time in the shop before she got her first office job working as a booking administrator. She was there for 3 years to which she then left there to try recruitment. She did not enjoy this role and only stayed for 3 months. She then went onto work as a PA and she stayed for 3 years and then left and went onto Tesco head office to which she worked for 5 years until coming to White Trees.</p> <p>Jordan said, you can see all her working life has been sitting behind a desk and office based. She saw the advertisement for Whitetrees and she thought she wanted to do something that would make her feel good. Waking up and doing a job that she feels is making a difference to people's lives. 'So here we are, I can't wait to start my new journey with Whitetrees'.</p>
<b>Courtney Webb</b>	TPW	<ul style="list-style-type: none"> <li>• Single Health and Social Care AS Grade C</li> <li>• Awaiting enrolment on QCF award, following successful probation.</li> </ul>	<p>Courtney applied to be a Therapeutic project worker as she had been looking for a rewarding career and a job where she could make a difference in peoples lives. She felt this was because she had tried a few different jobs and felt she was in a job role that wasn't fulfilling to her. Courtney has also have been in care herself, where she lived with foster parents from the ages of 3- 6 and was adopted at the age of 6. Courtney has very fond memories of her foster parents who she is still in contact with now, and they were so crucial to her own development and they have supported her to become the person she is today. Courtney would like to support other children to have this</p>

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			<p>sense of worth that she clearly felt.</p> <p>Courtney did study health and social care in sixth form and wanted to originally go down this path, but fell into other types of work. Courtney feels lucky to now have the opportunity to do the work she originally wanted to.</p> <p>Courtney has had a few different job roles such as waitressing, hairdressing, retail management, a customer service office role, dental nursing and cabin crew. Courtney has always worked with people and she feels she has developed the appropriate skills to be successful in working in some potentially quite difficult situations, but also to be able to show patience, empathy and compassion.</p>
<b>Melanie Learmouth</b>	TPW	<ul style="list-style-type: none"> <li>• 3 A-Levels BCD - including an OCR A-Level Double award in Health and Social Care - equivalent to a Level 3.</li> <li>• Anglia Ruskin University Cambridge - Psychology MSc (Conversion) - awaiting grade but predicted merit.</li> <li>• Level 2 in Understanding Autism</li> <li>• Currently completing a distance learning Level 2 in Counselling Skills.</li> <li>• Awaiting enrolment on QCF</li> </ul>	<p>I am 23. I have worked in various different roles all whilst being in education. I have chosen this path because I want to make a difference. I didn't have the easiest start in life and I realise that I can use my past life experience to support others. I understand that life experience affects mental health and wellbeing massively, and I have learned lots of skills in both life and work. I want to use the skills i've developed to help others understand that life really is what you make it and past negative experiences do not define you and your life's outcome. I was a horrible teenager and I was so angry at everyone and just at the world, and if it wasn't for some people that I was fortunate to have around me, my life could have turned out very differently. Everyone deserves support and people that care about them. I truly believe that childhood and adolescence is the most important time in your life to make the right choices and determine your path in life, so what better role</p>

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		award, following successful probation.	<p>than this?</p> <p>So I have worked in Kneesworth House Hospital, a medium secure psychiatric hospital. I worked in various different wards - men's medium secure, men's low secure, women's psychiatric intensive care unit, women's medium secure, men's personality disorder. I completed a PMVA (restraint and de-escalation) course here. I started as a mental health support worker and soon changed to an activity leader which meant I was based on the women's PICU permanently and I encouraged the women to take part in activities to support their recovery and overall wellbeing.</p> <p>I also worked in Bromfield House (my previous role) in a shared house for adult men experiencing homelessness. There were around 14 residents many of whom were street homeless before coming to the placement. We supported them and I keyworked 4 residents, holding weekly support sessions with them and liaising with other professionals. I also signposted them to other external services and spent time teaching them life skills to allow them to live independently once leaving.</p>
<b>Alice Tomlin</b>	Bank TPW	<ul style="list-style-type: none"> <li>QCF LEVEL 3</li> </ul>	<p>Alice returned to Sure Care after 3 years of being away to start a family and brings back with her a wealth of knowledge and understanding of Sure Care's ethos and working practices.</p> <p>Alice worked at Thornbury House which is a part of Surecare residential for several years supporting many housemates and contributing to many positive outcomes for housemates and being part of many successful Ofsted Inspections. Alice now supports Pathways and has been for the last 4 years.</p>



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<b>Kerry McCarthy</b>	Bank TPW	<ul style="list-style-type: none"> <li>• Enrolled QCF level 3</li> <li>• Qualified teacher (with QTS)</li> <li>• Internal middle leader (in teaching)</li> <li>• National Investigator qualification</li> <li>• PIP2 Serious and complex case (witness and victim) interviewer qualification</li> <li>• Advanced Vulnerable witness interviewer</li> <li>• Level 3 in Youth Work</li> <li>• BSc Criminology and Criminal Justice Studies degree</li> </ul>	<p>Kerry is an experienced member of the team who has been able to transfer many skills learned through teaching, work in the Criminal Justice system and other Youth Work to her role as a Waking Night Therapeutic Support Worker.</p> <p>Joining the company in 2018, Kerry has worked in a number of White Trees houses and continues to provide housemates with an excellent standard of care.</p>
<b>Mark Halley</b>	Bank TPW	<ul style="list-style-type: none"> <li>• QCF LEVEL 3</li> </ul>	<p>Mark joined SureCare in July 2016 and progressed within his role becoming a Senior Therapeutic project worker. Mark decided to take some time out in October 2019 to go travelling abroad. He returned to SureCare in April 2020 where he continues to work as a bank member of staff.</p> <p>He has previous experience in supporting housemates as a support worker and escort for transporting housemates to and from secure provisions and also supporting on a temporary staffing measure within care services.</p> <p>Mark has worked with housemates who present challenging</p>

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			<p>behaviours and those who require 1:1 and sometimes 2:1 support.</p> <p>Prior to working in care sector, mark managed a public house and was a manager of this service.</p>
<b>Renje Delos Santos</b>	Bank TPW	<ul style="list-style-type: none"> <li>• QCF level 3</li> </ul>	<p>Renje has worked within the Care industry for a period of 12 year and has gained invaluable skills and has a vast knowledge of working within supporting housemates in residential environment and escorting and transporting housemates to and from secure provisions.</p> <p>Renje has worked for SureCare for a period of 6 years working either full time or as a bank homes adults and has worked within several of the sister homes building positive relationships with the Housemates.</p>
<b>Alex Smith</b>	Bank TPW	<ul style="list-style-type: none"> <li>• BA Experimental Psychology, University of Cambridge</li> <li>• MA Education (Psychology), Institute of Education (UCL).</li> </ul>	<p>I started my career as a pharmaceutical market research graduate trainee, and then worked as National Paediatric Diabetes Audit Project Manager at Diabetes UK. After that, I was a Health Policy Researcher at The King's Fund before spending 10 years in various school pastoral roles in London and Hertfordshire.</p> <p>I wanted to work for WhiteTrees to support vulnerable young people in their journeys towards fulfilling lives.</p>

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WELLBEING TEAM			
<b>Reeta Newell</b>	Clinical psychologist	<ul style="list-style-type: none"> <li>• Doctor of Clinical Psychology (DClinPsych) – University of East London</li> <li>• Bachelor of Science in Psychology (BSc) – London Metropolitan University</li> <li>• Practitioner Psychologist with Health and Care Professions Council (HCPC)</li> <li>• Chartered Psychologist (CPsychol) with The British Psychological Society</li> <li>• Member of The British Psychological Society Division of Clinical Psychology</li> <li>• Associate Fellow (AFBPsS) status within The British Psychological Society</li> </ul>	<p>I am an experienced Clinical Psychologist, registered with the Health and Care Professions Council (HCPC) and a Chartered member of the British Psychological Society (BPS). I specialise in working with children, housemates and their families. I also work with adults and couples. I provide psychological assessment, consultation, formulation and therapy in a private clinic in Bishop's Stortford. With over 10 years' experience of working in the NHS, most recently in a north London child and adolescent mental health service (CAMHS).</p> <p>I am committed to working with individuals and families in a professional, non-judgemental and honest manner. I do this by using modern, evidence based psychological approaches, building on individual and family strengths and resources.</p> <p>I have a special interest in autism spectrum disorder (ASD) in children and adults, and I have worked extensively within this field, in the NHS and privately.</p>
<b>Kerry Sharpe</b>	Child, adolescent and adult counsellor	diploma in psychotherapy and counselling, MA	<p>Qualified child, adolescent and adult counsellor and member of BACP. I have many years experience supporting housemates of various ages with social, emotional and behavioural difficulties including ASD, ADHD, OCD and attachment disorders. I have further experience supporting housemates who have experienced trauma, sexual abuse, neglect, low self-esteem, self-harm and suicidal thoughts.</p> <p>As well as talking I can incorporate sensory work, play, art and creativity to support self- expression and make sense of feelings and behaviours.</p>

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<b>Stephen Aravena</b>	Counsellor/ Psychotherapist	-Post graduate diploma in psychotherapy and counselling  -CYP IAPT	Over 20 years' experience working with children, housemates, adults, couples and families. I am fully qualified and registered with BACP.
<b>Hannah Lynar</b>	Head of Wellbeing	Masters of Special Education  PGCE Secondary  QTS  Post Graduate TESOL  BA Arts in Religious Studies – theology	<p>Hannah migrated back to the UK from Australia and joined the White Trees team in January as the Head of Wellbeing and Education. Hannah's academic achievements and work experience have equipped her with the leadership skills, knowledge and drive for innovation that will enable her success within this role.</p> <p>Hannah is a qualified teacher with extensive experience and has completed Masters of Special Education. Most recently she held the position of Head of Learning Enhancement at a large independent school in Sydney. Her role gave her a unique oversight of teaching and learning practices at each stage and in every department across the school. She worked closely with her team including teachers, teachers aides and psychologists to ensure that the academic and social and emotional needs of all pupils was met through the personalization of their learning journey.</p> <p>Navigating the role of educator in today's world is complex. Hannah believes that it is in her honesty and ability to strive to continually learn and develop that she can be the best role model not only for her children but for all housemates in her care. Her hope would be that she is able to set an example to them that encourages them to be authentic, true to themselves and face the world with hearts full of love, compassion and courage.</p>
<b>Gozde Secer</b> (Maternity)	Assistant Psych	BSc, MSc clinical child psychology	Over 9 years' experience working and supporting housemates though roles in mentorship, Learning support and referrals and transitions officer.
<b>Caterina Fabris</b>	Therapeutic	BSc, MSc in Research in Clinical Psychology	My journey in mental health started in 2017 when I began my BSc in Psychology which was then followed by an MSc in Research in

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	Intervention Lead		<p>Clinical Psychology. While progressing with my studies I covered a variety of roles in the mental health setting including both paid and volunteer positions. I have experience working in hospitals, residential and community setting with different age groups (adults, older adults and children) and different conditions (e.g. psychosis, depression, EUPD).</p> <p>In the future I want to continue making a difference in the mental health setting and possibly qualify as Doctor in Clinical Psychology.</p>
<b>Haylee MacCallum</b>	Therapeutic Intervention Lead	BA Psychology, MSc Mental Health & Child Psychology	<p>Prior to moving to the UK, I completed my bachelor's degree in Honours Psychology in Nova Scotia, Canada. During my undergraduate degree, I was a research assistant in multiple psychology laboratories. Since moving to the UK, I have worked as a Early Years Practitioner at a Montessori nursery, a Learning Support Assistant at Autism Anglia's "Doucecroft School", and now as a Therapeutic Intervention Lead with White Trees company. I have also completed a master's degree in Mental Health and Clinical Psychology.</p> <p>In the future I would like to continue working in the mental health field and continue working with children and housemates. Eventually, I would like to begin my doctorate in Educational Psychology.</p>

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### *How we plan our care for each new housemate:*

Following receipt of an initial referral from the child/housemate's Social Worker,

Placements Team, the following procedure will apply:

- Local Authority Placement Teams Contact White Trees via the Placements Manager and an initial referral is shared in order to review. Following the review, a request may be sent in order to gather further information regarding the housemate's needs, behaviours and associated risks
- Upon receipt of the additional information, the Registered Manager and Placements Manager will carry out a further review and begin SureCare's pre-admission assessments which includes professional consultations internally and externally with all the professionals around the housemate's case to ensure we have a full and comprehensive understanding of the housemate's needs.
- Throughout this process, open and transparent discussions internally and externally are undertaken to consider how the home can potentially meet the housemate's needs and transition them into the home in the most positive way possible without impacting the current residents within the home.
- Following this process, a decision will be made and an offer of placement sent to the local authority with appropriate funding and costings for the level of support needed
- Following the Local Authority agreement, arrangements are then made to visit the housemate to introduce ourselves and offer the opportunity to the housemate to ask any questions they may have about the home and the move to our home.
- During the visit, the home's management will provide the housemate with a Housemates Handbook, pictures and any other relevant info about the home.
- Following this, further visits in person and/or virtually are offered as well as an overnight stay if it is felt that this would benefit a housemate.
- The current residents and home's adults team are informed prior to the placement starting
- On the day of the move, the housemate will be supported by the Social Work Team at the home and a Placement Planning Meeting will be held.

Family contact will be arranged prior to placement beginning and confirmed upon the start of the placement. The home, within reason, will always support an achievable Contact Plan as long as it is safe and meaningful for the housemate. Contact plans will always be reviewed on a regular basis to ensure

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that contact for each housemate remains safe and meaningful and also reflects any positive or negative changes within the current contact plans.

SureCare do not consider Emergency Placements.

SureCare would consider short notice referrals but the same referral process will be followed as a planned referral.

SureCare do not have an Out of Hours service and only consider referrals during regular office hours. The final decision for the placement of a child will be at the discretion of the Registered Manager. This will be based on completing the pre-Admission documentation, undertaking consultations with professionals around the housemate's case as well as considering the if the housemate needs can be met without impacting the current residents within the home.

Following the admission of any housemate to the home, the Registered Manager is expected to complete a Reg 41 Placement Notification form that is emailed over to the designated person/department within the Host Local Authority to inform them that a Looked After Child has moved into the home. This process is also followed once a housemate moves from the home.

The written notification includes the following information:

- Child's Name and Date of Birth
- What order the Housemate is accommodated under
- Contact details of the placing authority, social worker and IRO
- Details of any statement of educational needs for the child and the LA that maintains the statement.
- Date of admission
- Date of Discharge
- New address details of where the housemate has moved to upon discharge

These are all required under revisions to Regulation 41 with immediate effect.